D04.6 - Inter-university mentorship programme report

Version 1. 23/07/2026.

Work Package: 04 - Arqus Student Agora

Dissemination level: public

Arqus II - Arqus Erasmus + Work Plan 2022-2026

(Project number: 101089551)

Due date: September 2026
Submission date: September 2026

Authors: WG04 members from partner universities of Arqus II.

Publisher: Arqus European University Alliance

Copyright: ©September 2026. The respective rights holders.

This work is openly licensed via CC BY NC SA.

DOCUMENT VERSION CONTROL				
Version no.	**Date**	**Written by/ changes made by**	**Changes made**	**Version approved by**
V1.0	23/07/2026	Filipe Rocha and members of WP04		Approved by the Education Board. Structural and format review by Coordination

Table of contents

Introduction **4**
What is the Student Agora 4
The Mentorship Programme 4
Purpose & Scope 5
Strategic Alignment 6
Eligibility & Commitment **7**
Inputs & Outputs **8**
Impact & Evaluation **10**
Participation Trends 11
Qualitative Insights 13
Mentees' Feedback 13
Mentors' Feedback 13
Lessons learned & recommendations **14**
Framework Diversification and Skill-Building 15
Synergies with WP13 and Innovation Initiatives 15
Recognition and Quality Assurance 15
Conclusion **15**
Annex: The Formatted Version **17**

Introduction

The Arqus European University Alliance brings together nine institutions which share academic, scientific and cultural objectives, a common vision of the role of higher education, research and mutual fields of interest. The current member universities of the Arqus Alliance are: the University of Granada, the University of Graz, the Leipzig University, the University of Lyon 1, Maynooth University, the University of Minho, the University of Padua, Vilnius University, and the University of Wrocław.

Together, these represent a vibrant and diverse community of scholars, students, and staff. All of them work collaboratively to advance knowledge and promote mutual understanding. They have established a wide range of joint activities, including research collaborations, joint degree programmes, student and staff mobility programmes, and joint outreach and engagement initiatives. The Alliance seeks to foster international cooperation and to provide students with the skills and knowledge they need to succeed in an increasingly globalised world.

What is the Student Agora

The Arqus Student Agora is an umbrella initiative for diverse student-led groupings conceived as drivers for students to act as co-creators in Arqus, in academic, social and cultural affairs. The Arqus Student Agora is conceived as a safer and more inclusive space for students at partner universities to actively improve their European University experience. It promotes student participation and engagement across the Alliance, supports student-led creative projects, fosters personal and professional development, and improves student services within Arqus. The students become the actors by shaping tomorrow's universities.

The Mentorship Programme

The Arqus Alumni Mentorship Programme was established to support Arqus students and recent graduates by improving their professional and academic skills towards their future career path. It comprises an international mentoring experience provided by Arqus alumni and senior students who have already successfully gained their first professional experiences.

The original definition of an ‘Arqus Alumni’ was limited to individuals who had participated in one or more specific Arqus activities, such as mobility schemes, summer schools, the Arqus Café, or other similar initiatives, held across all partner universities. The intention behind this definition was to ensure mentors were not only familiar with the Alliance’s values, but were also well-experienced in the unique collaborative opportunities offered by Arqus. To further ensure quality mentoring, additional criteria were established. Mentors were required to have at least one year of experience in their respective field, demonstrating both professional competence and the ability to share insights with prospective mentees. Furthermore, regular availability was stipulated, with mentors expected to meet regularly throughout the duration of the programme, thereby guaranteeing consistent support and guidance.

The main objective of the Programme is to provide career guidance and networking opportunities, thereby supporting participants in their personal and professional development. It emphasises fostering meaningful interdisciplinary mentoring relationships across academic and professional backgrounds. The Programme plays a significant role in supporting students’ transition from the academic world to the professional world, particularly in international and transnational contexts.

A key feature of the programme is the one-to-one collaboration between experienced alumni (mentors) and less experienced students or recent graduates (mentees). Regular online meetings between mentor and mentee, enable the development of a constructive and supportive relationship. Through the mentoring process, mentees receive guidance and support, helping them develop skills, clarify career goals, and make informed decisions about their future paths. This is further complemented by additional programme activities such as training sessions and online workshops addressing selected aspects of career development.

In its objectives, the Programme reflects the Arqus Alliance's commitment to academic excellence and societal engagement. It promotes collaboration across institutions and supports the development of a new generation of globally minded and connected professionals.

Target audience:

- Mentors - Arqus alumni or senior students who wish to work with mentees to share their professional experience, regardless of their field of study or profession
- Mentees - Students or recent graduates from any of the universities affiliated with the Arqus alliance who are interested in personal and professional development through mentoring

The Programme is led by Arqus Student Agora, providing coordination, mentor-mentee matching, enrolment support and the distribution of resources.

Purpose & Scope

The aim of this report is to analyse the Arqus Alumni Mentorship Programme, focusing on its structure, implementation, outcomes and scalability across all the Arqus Universities. It examines how the programme supports mentoring relationships between alumni, students and recent graduates. It assesses the potential for sustainable and institutional implementation within the Alliance.

The objectives are as follows:

- To connect Arqus alumni with students and recent graduates through structured mentoring relationships.
- To support participants' personal and professional development and career evolution.
- To facilitate networking and knowledge exchange within the Arqus Alliance.
- To strengthen collaboration and mobility across partner universities.
- To build a sustained, international community of practice among participants.

Implementation

Mentors and mentees were recruited through open calls launched across the Arqus Alliance, with three programme editions organised between 2023 and 2026. The calls were disseminated through Arqus communication channels inviting applications from eligible participants across all nine partner institutions. Applicants completed registration forms outlining their academic background, professional experience, career interests, mentoring objectives, language preferences, and availability. Following the application phase, participants were selected and matched through a structured process designed to

Erasmus+ project number 101089551

ensure compatibility between mentors and mentees based on shared interests, career aspirations, skills, expertise, and preferred communication language. The recruitment strategy aimed to foster interdisciplinary and international mentoring relationships while ensuring balanced participation from across the Alliance.

The programme started annually with an online kick-off meeting for introducing objectives, structure and expectations. Participants are matched into mentoring pairs or groups and establish mentoring agreements. Throughout the year, a combination of monthly individual meetings and group sessions took place. These were complemented by networking activities and a series of online workshops on topics such as career development or inclusion.

Scalability

The programme was fully online, making participation across institutions possible without requiring complex infrastructure. Its format was designed to be flexible and adaptable while maintaining a shared framework.

Strategic Alignment

The Arqus Alumni Mentorship Programme has been designed to align and strengthen the implementation of key values of the Arqus Alliance: academic excellence, mobility, and societal engagement - while enhancing support for students in their transition to professional life.

Academic Excellence - The programme contributes to the advancement of academic excellence by facilitating structured interactions between students and experienced alumni from diverse academic and professional backgrounds. Through guidance, mentors support mentees in refining their academic choices, developing discipline-specific competencies, and deepening their understanding of career-related learning pathways. This alignment between academic development and professional expectations enriches the overall educational experience and reinforces the Alliance's commitment to high-quality learning.

Mobility - In line with the Alliance's emphasis on mobility, the programme enables meaningful transnational engagement between mentors and mentees across Arqus universities. Delivered online, it removes geographical barriers and promotes cross-border exchange of experiences, labour-market knowledge, and cultural perspectives. By exposing mentees to international career trajectories and diverse professional contexts, the programme enhances their preparedness for work in global and intercultural environments.

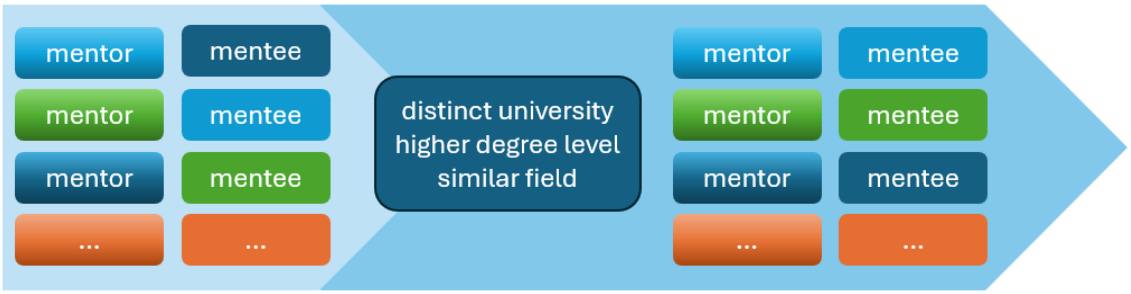
Societal Engagement - The programme fosters societal engagement by creating opportunities for alumni to contribute actively to the professional development of current students and recent graduates. It promotes a culture of reciprocity, community building, and social responsibility, reinforcing the role of universities as agents of societal impact. Through dialogue and reflection, mentees are encouraged to consider the broader societal implications of their academic and professional decisions, supporting the Alliance's objective of cultivating responsible and engaged citizens.

Support for Transition to Professional Life - A central function of the programme is to facilitate students' transition from higher education to the world of work. Mentors provide advice on career planning and skills development, particularly in transnational contexts. The programme is intended to enhance mentees' access to networking, expose them to authentic workplace expectations, and strengthen their confidence in navigating labour-market environments. By integrating mentorship into the student experience, the programme contributes to improved employability outcomes and a smoother, more informed transition into professional life

Eligibility & Commitment

There were clear participation criteria for both mentors and mentees to ensure meaningful and productive mentoring relationships.

- Mentors were required to be alumni of one of the Arqus activities, possess at least one year of professional experience and be available for monthly mentoring sessions throughout the programme.
- Mentees, on the other hand, must be current students or recent graduates (up to one year after graduation) from Arqus universities and demonstrate a willingness to actively engage in regular meetings and work towards defined mentorship goals.
- The selection and matching process was designed to create compatible and effective mentor-mentee pairs by considering factors such as individual preferences and objectives, skills, professional experience, areas of interest, career aspirations, and preferred language of communication. Particular attention is given to aligning the expertise and experience of mentors with mentees who share similar interests and career goals.
- The programme was conducted entirely online and typically lasts four months, during which mentor-mentee pairs are expected to meet at least once per month.



The key aspect is the establishment of mentor-mentee relationships, formed in each edition of the programme. These relationships are sustained through regular meetings, which vary in frequency and are supported by different modes of communication, including virtual and written exchanges. Mentors provide personalised guidance, feedback, and career advice, while also sharing their professional experience and networks with mentees. The mentoring process is structured over a fixed period and

supports mentees in setting goals, making informed career decisions, and navigating their transition into the professional world.

Inputs & Outputs

The programme has generated a range of outcomes and outputs through activities and inputs. These reflect its impact on participants' academic and professional development and have evolved within itself over its lifecycle.

Inputs and Core Activities

The programme offers training and onboarding sessions for both mentors and mentees to establish clear expectations, define timelines, and facilitate effective collaboration. Additional activities include training aimed at strengthening communication, leadership, and interpersonal competencies. The programme also promotes active engagement through:

- Key Career Trends: CVs, LinkedIn & Cover Letter
- Equality Diversity and Inclusion (EDI) - Relevance in Arqus and society
- Career development tools
- Alumni Talks: Craft Your Career. There's No Game Over!
- Student project: from idea to implementation (winners of the Arqus student co-designed projects call)
- Intercultural Competence - Arqus Café session
- Webinar with entrepreneurship experts
- Communication seminar

Programme Resources and Materials

The Arqus Mentoring Programme provides a comprehensive framework to support participants throughout the mentoring process. This includes an official handbook, such as a detailed Alumni Mentorship Handbook and Guide, outlining roles, best practices, and supporting documentation, which was designed and elaborated to accompany the mentors and mentees on their joint journey. These materials also include structured training content and digital workbooks designed to guide participants throughout the mentoring process.

Evolution and Implementation of the Student Lab Model

The original objective of the programme was to organise a series of training sessions and networking events with external experts, delivered as an online course for mentees participating in the mentorship programme. These trainings were intended to support the development of soft skills and provide participants with practical methods to enhance their employability.
To implement this initiative, a dedicated task force was established to design the format of the activity and outline its main components. As a result, the initial concept evolved into a more interactive approach: the activity was designed as a laboratory format, first conducted online and later in person, where students, guided by facilitators, actively co-created the training materials themselves. The focus

shifted towards the selection of a group of 18 students from across the Arqus Alliance to participate in a Transversal Student Lab held in July 2025 in Vilnius.

This initiative provided a valuable opportunity for Arqus students to collaboratively engage in shaping aspects of higher education. The Transversal Arqus Student Lab was a two-day, intensive collaborative workshop designed to enhance students' transversal skills through a design sprint methodology. Participants worked in international teams to address key thematic areas relevant to student life, including connections to the job market, mental health and well-being, and sustainability. Within this structured yet collaborative setting, each group developed and presented a project concept addressing one of these challenges. The Lab combined guided sessions, teamwork, and opportunities for discussion and feedback. Throughout the programme, students strengthened transversal skills such as communication, critical thinking, problem-solving, and teamwork. Additionally, they gained insights into professional development, including CV preparation, LinkedIn use, personal branding, and reflective practices. Overall, the Student Lab integrated collaborative learning, digital tools, and interactive methodologies, contributing to both personal and professional development. The programme combined team-building activities, practical skill sessions (e.g., SWOT, SMART, storytelling), and facilitated design processes, culminating in "Shark Tank"-style presentations of final outputs, accompanied by feedback from peers and facilitators, as well as informal networking opportunities among participants.

The following online session, held the 3rd of December, building on the momentum and ideas generated in Vilnius, was the Student Lab–Agora: Activate Communities, held online on 3 December at 14:00 CET, which brought together Student Services from across the Arqus Alliance to exchange practices and strengthen collaboration, gathering 100 participants. The session combined an opening and insights from the Communities of Practice with presentations of key outcomes from the Transversal Arqus Student Lab, including initiatives on employability (ArQhire), mental wellbeing (Safe Spaces, Real Faces), and environmental engagement (EcoMmunity). A central "Show and Tell" segment featured selected services from different institutions sharing concise examples and tools across four areas—Career Services, Health and Wellbeing, Diversity and Inclusion, and Student Life—each combining short presentations with interactive discussion. The event concluded with a plenary reflection to identify common challenges, highlight key takeaways, and explore opportunities for future collaboration, fostering a dynamic space for mutual learning and inspiration among Arqus universities.

The session demonstrated a positive impact, reflected in an average usefulness rating of 4.21 out of 5, highlighting the relevance of the ideas shared for strengthening student communities. Participants emphasised the importance of fostering genuine student–institution collaboration by creating supportive spaces where students can actively co-create solutions, while also recognising the need for institutions to adapt to emerging technologies to remain connected with their communities. A key takeaway was the potential of student-focused digital platforms—such as unified apps or portals—to facilitate mobility opportunities, career connections, and engagement across the Alliance. Additionally, the discussion reinforced that reinforcing support systems, particularly around student mental health and wellbeing, is a pressing priority, requiring ongoing dialogue and the development of shared mentoring initiatives between students and institutions. Together, these insights point to concrete avenues for enhancing collaboration, inclusivity, and responsiveness within Arqus universities.

Recognition and Participant Support

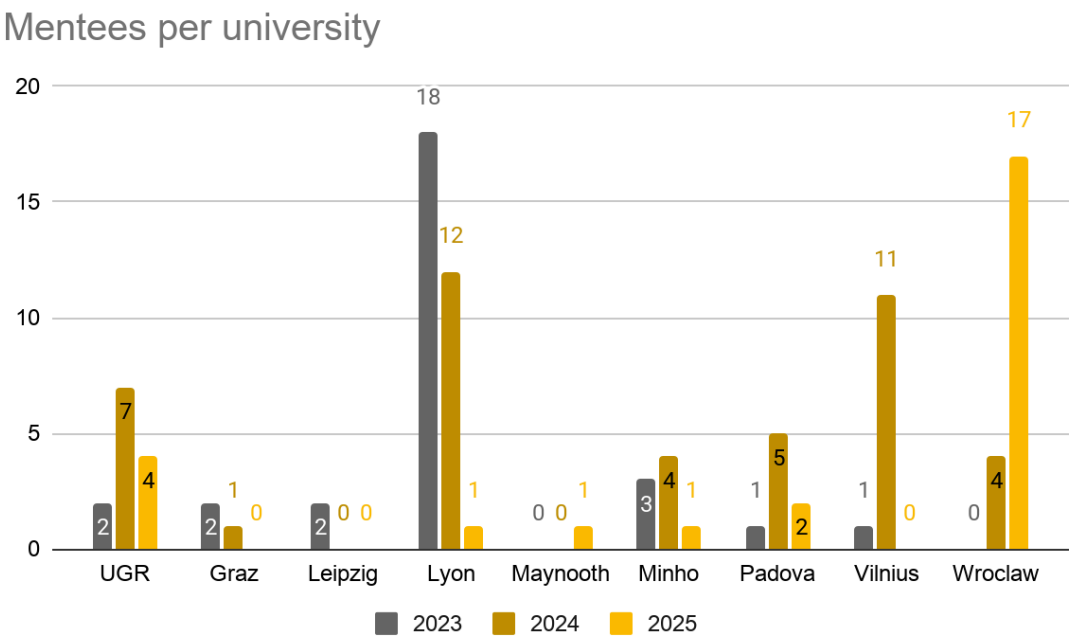
Recognition and certification are also important components of the programme. Mentees who successfully complete the programme and Student Lab receive certificates of completion and participation for their CVs, and in some cases, they may also obtain personalised letters of

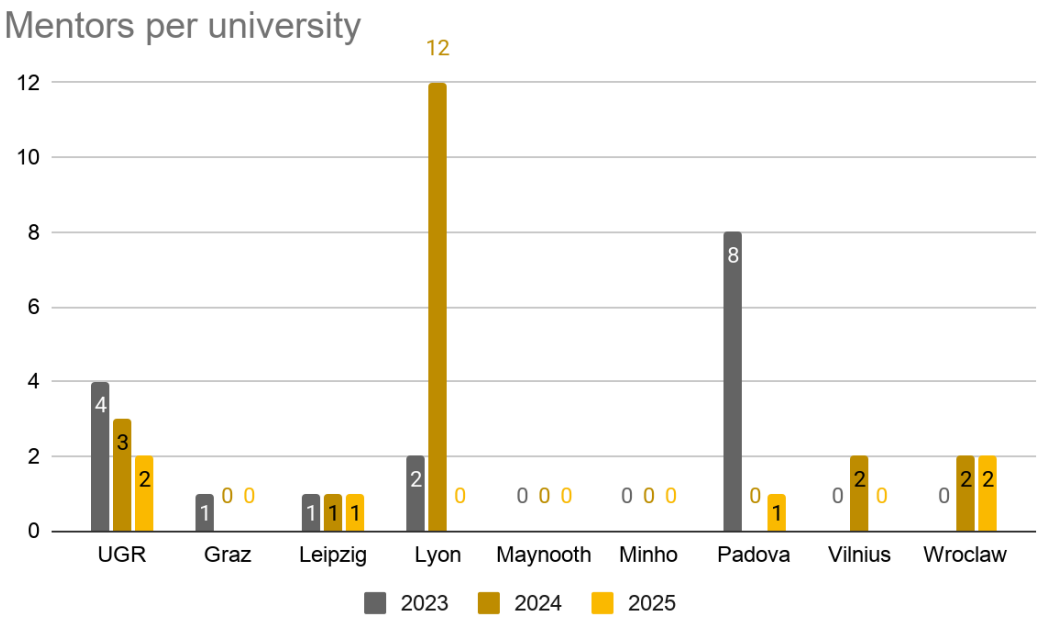
recommendation to support their future academic or professional pursuits. In addition, the participants received Arqus grants/scholarships for their participation in the Student Lab.

Impact & Evaluation

The mentor–mentee programme shows varying levels of participation across editions, alongside challenges related to data completeness and engagement.

The numerical analysis reveals that institutional participation is highly dynamic and uneven across cycles, with dominance shifting from Lyon-Wrocław. While 2024–25 represents the most balanced ecosystem, the latest cycle shows a concentration trend that may risk reducing cross-alliance interaction, highlighting the need for strategic balancing mechanisms in recruitment and selection.





Participation Trends

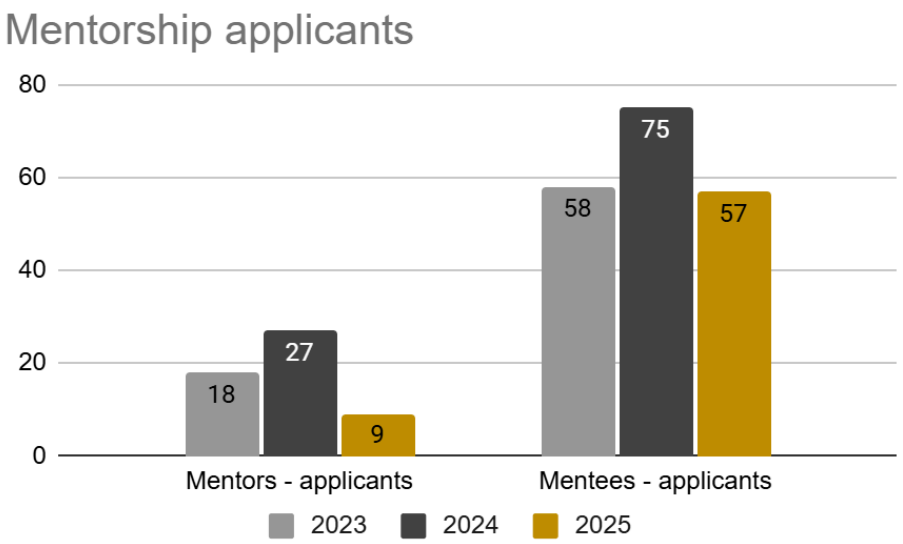
Across the three periods, the mentee profile has evolved from a loosely defined, participation-driven model into a diverse and career-oriented cohort. While this represents a qualitative improvement, it also introduces greater complexity in matching and coordination, highlighting the need for more data-driven and balanced approaches to sustain the programme's effectiveness and inclusiveness.

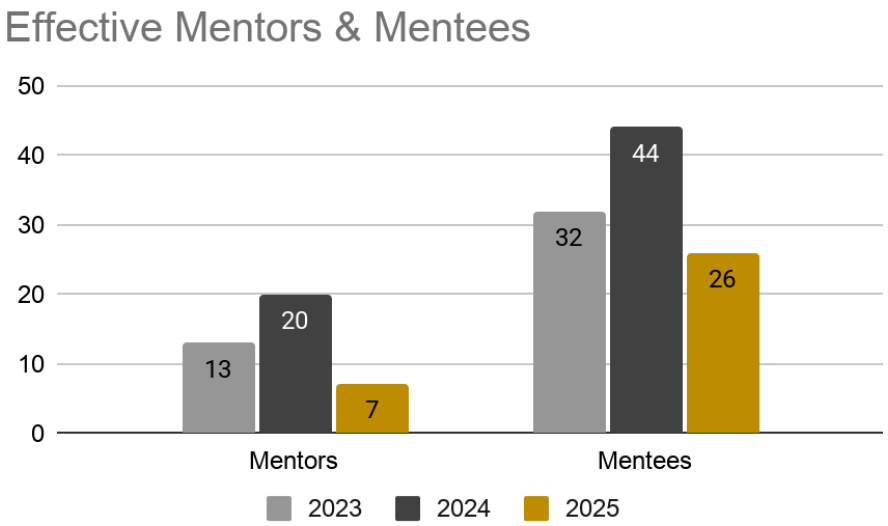
The mentee population spans all academic levels:

- Bachelor students (majority)
- Master's students (significant group)
- PhD candidates (small but important segment)

- 2023/24: 18 mentors (5 recorded as "no-show"), 32 mentees (2 withdrawn)
- 2024/25: 21 mentors (1 "no-show"), 44 mentees
- 2025/26: 7 mentors, 26 mentees

These figures indicate a peak in participation in 2024/25, followed by a significant decrease in mentor numbers in 2025/26 (from 21 to 7). This drop highlights recruitment and engagement challenges, particularly on the mentor side.





While participation data is available, reliable quantitative data on mentoring engagement—such as meeting frequency and regularity—was not systematically collected, limiting the ability to assess and representing a monitoring gap in programme evaluation:

- Actual interaction intensity between mentors and mentees
- Retention throughout the programme cycle
- Consistency of mentoring relationships

Participation in the mentor–mentee programme demonstrated a positive trajectory between 2023/24 and 2024/25, indicating growing interest and consolidation of the initiative. The reduction observed in 2025/26—particularly in the number of mentors—should be interpreted cautiously, as it likely reflects contextual and operational factors (e.g. recruitment cycles, availability constraints) rather than a structural decline in programme value. At the same time, while participation figures provide a useful quantitative snapshot, the absence of systematically collected data on engagement—such as meeting

frequency or interaction regularity—means that conclusions on mentoring quality and impact remain necessarily indicative rather than definitive. In this context, the findings point less to shortcomings and more to an opportunity: reinforcing mentor recruitment strategies and gradually improving monitoring and data collection mechanisms would allow future editions to build on an already solid foundation and provide a more comprehensive evidence base for evaluation.

Qualitative Insights

To gain a deeper understanding of the mentoring experience, feedback was collected from mentors and mentees. Their reflections provide perspectives on the mentoring relationship itself, as well as on the personal growth and experiences they gained through their participation in the programme.

Mentees' Feedback

Most mentees expressed a high level of satisfaction with their mentor match. Mentees were able to connect with their mentors for at least two meetings; however, in-person meetings did not take place, primarily due to geographical distance and the fact that many participants were living in different countries.

Mentors were generally able to support mentees in line with their expectations. The conversations covered a wide range of important topics, with a strong focus on exploring possible next career steps. Other frequently discussed themes included job applications and CV writing, opportunities for study or work abroad, as well as mental health and work-life balance. Time management, family planning, and academic career paths were also addressed in the discussions.

The mentoring relationships were described as positive and constructive, with no major difficulties reported. Only one mentee mentioned some communication challenges, and one indicated they would not continue contact with their mentor after the programme.

When reflecting on the impact of the programme, mentees described it as insightful, motivating, and inspirational. The most significant areas of development were adaptability, networking, and self-confidence. While the direct support for transitioning into the world of work was rated as moderate, mentees highlighted the value of gaining new perspectives, improving their networking and communication skills, and engaging with different cultural viewpoints.

Mentors' Feedback

Mentors in the Arqus Alumni Mentorship Programme were motivated by the wish to give back, share knowledge, and support students—often inspired by their own positive experiences as mentees.

Participation fostered both personal and professional growth, with mentors reporting improved interpersonal and communication skills, greater self-confidence, and increased openness. Some were inspired to take on new professional challenges, such as teaching in English or enhancing their supervision skills.

The programme's structure was generally seen as positive, though mentors suggested extending its duration, increasing the number of meetings, and adding more face-to-face interactions. Most felt well-prepared, but recommended more training, clearer guidelines, and additional opportunities for exchange, such as a shared online space and regular check-ins.

Mentors found it most rewarding to support mentees' development and share useful resources. Challenges included time management and limited communication, highlighting the need for more structured interactions. Suggestions for improvement included better promotion of the programme and involving experienced mentors in the kick-off phase.

Lessons learned & recommendations

To ensure long-term sustainability, institutional integration and scalability of the Arqus Alumni Mentorship Programme, several strategic pathways for future development have been identified. These recommendations address challenges that will be essential for strengthening the Programme's long-term impact across Universities.

Challenges identified during the implementation

Challenges identified during the implementation highlight several areas requiring further attention to strengthen participation and ensure broader representation across the Alliance. One key challenge relates to interdisciplinary diversification, particularly the need to better align mentor recruitment with the diverse academic profiles of partner universities in order to respond effectively to evolving mentee interests. Additionally, coordinated communication has proven to be a difficulty, as outreach efforts across the Alliance could benefit from more systematic use of existing networks such as local Career Services and Alumni Offices to ensure consistent visibility and engagement. Finally, the absence of recognition mechanisms has limited sustained engagement, signalling the need for structured incentives, networking opportunities, and clear engagement pathways to encourage long-term mentor participation.

We believe that these challenges can be addressed through a set of targeted and coordinated measures across the Alliance. To overcome gaps in interdisciplinary diversification, a more structured and data-informed mentor recruitment strategy should be implemented, mapping available expertise against mentee demand and actively engaging underrepresented academic fields. Strengthening coordinated communication will require the establishment of joint outreach frameworks, where Career Services and Alumni Offices collaborate through shared communication plans, common messaging, and synchronised timelines to ensure consistent visibility. Addressing inclusive participation calls for proactive engagement strategies, such as targeted campaigns and personal invitations, to attract alumni with diverse international and intercultural backgrounds, alongside showcasing their added value to the Programme. Finally, to tackle the lack of sustained engagement, the introduction of informal recognition mechanisms—such as visibility in institutional platforms, exclusive networking opportunities, and progression pathways within the Programme—will be essential to motivate and retain mentors over the long term.

Digital Infrastructure and Process Efficiency

Digital tools can play a central role in addressing the identified challenges by supporting a transition towards more automated, efficient, and evidence-based systems. In particular, the implementation of digital matching solutions offers the opportunity to improve interdisciplinary diversification by enabling more accurate and scalable mentor–mentee pairing based on career interests, areas of expertise, and linguistic profiles. Moreover, the development of a centralised resource hub (in Arqus Plaza) can significantly strengthen coordinated communication by consolidating training materials and support tools into a single digital repository, ensuring consistent access.

In terms of inclusivity, these tools also lower participation barriers by making resources and engagement opportunities accessible regardless of time or geographical constraints.

Framework Diversification and Skill-Building

The mentorship model provides a flexible foundation that can be adapted to align with specific strategic priorities and evolving needs. One avenue for development is the introduction of thematic specialisation, through the creation of focused mentorship tracks—such as STEM, International Mobility, or Social Impact—designed to better address targeted professional development objectives. In addition, the incorporation of collaborative learning formats, including peer-group mentoring circles, can complement the traditional one-to-one mentoring structure and enrich the overall learning experience.

Synergies with WP13 and Innovation Initiatives

The mentorship experience provides a valuable context for broader skill development within the Arqus by creating linkages with complementary initiatives and practical learning environments. In particular, it contributed to the Talent & Innovation Fund (WP13) by identifying and supporting student-led initiatives that build upon the professional and transversal skills developed through the programme. Furthermore, stronger development of the Student Labs can offer participants a hands-on environment in which to apply the outcomes of their mentorship experience—such as enhanced leadership, problem-solving, and entrepreneurial competences—to real-world innovation challenges, thereby reinforcing the practical impact and continuity of learning.

Recognition and Quality Assurance

Recognition and quality assurance remain central to ensuring the programme's long-term impact and credibility. A key priority is the formal recognition of participants' contributions, notably through the implementation of digital credentialing systems such as Arqus Open Badges, to validate the international competences and soft skills acquired by both mentors and mentees. At the same time, strengthening evidence-based evaluation is essential, with the systematic use of feedback and data collected through the programme to inform future quality assurance protocols and establish institutional benchmarks.

Furthermore, institutional embedding represents an important strategic direction. Given the existence of multiple mentoring initiatives across partner universities, there is a clear need to explore pathways for integrating the Arqus Alumni Mentorship Programme into existing support structures and long-term institutional strategies. This approach will help avoid duplication of efforts, enhance coherence, and maximise synergies across the Alliance.

Conclusion

Summary Reflection

While the programme contributed to strengthening connections across the Arqus Alliance and supporting the development of mentoring relationships, its potential to systematically bridge academia and the labour market remains only partially realised. Although mentoring activities have fostered valuable exchanges and initiated cross-institutional links, their long-term continuity, visibility, and integration into broader institutional frameworks vary across partners.

Furthermore, while the programme has contributed to building an emerging Arqus-wide community, the sustainability of these connections beyond individual project cycles is not yet fully secured.

Strengthening follow-up mechanisms, alumni engagement, and clearer pathways between mentoring, employability and career development would significantly enhance its long-term impact.

To fully capitalise on its achievements, the programme would benefit from a more structured approach to embedding mentorship within the Alliance's strategic priorities and ensuring consistent quality and accessibility across participating institutions.

Call to Action

To further strengthen the role of mentorship within the Arqus ecosystem, a more coordinated and strategic approach would be beneficial. In particular, increasing student engagement and participation remains a key area for development. The current landscape of multiple mentoring initiatives across the Alliance offers rich opportunities, but may also lead to fragmentation, reduced visibility and limited student awareness.

Addressing this challenge could involve clearer positioning and communication of mentoring opportunities, as well as improved coordination across initiatives to ensure complementarity rather than overlap. Strengthening the visibility and perceived value of mentorship for students, particularly in relation to employability and personal development, would further support engagement.

There is also an opportunity to strengthen mentor support by investing in training, clarifying roles, and fostering closer collaboration among academic staff, alumni, and external stakeholders. These measures could contribute to a more consistent and rewarding experience for both mentors and mentees.

If you have any inquiries, you can contact the Arqus Student Agora at student-agora@arqus-alliance.eu

—

The Arqus European University Alliance is co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Annex: The Formatted Version

First call for Arqus Mentors and Mentees - published on 25 Sep 2023

First call for Arqus Mentors and Mentees - Arqus

Second call for Arqus Mentors and Mentees - published on 16 Sep 2024

Second call for Arqus Mentors and Mentees - Arqus

Third call for Arqus Mentors and Mentees - published on 12 Nov 2025

Third call for Arqus Mentors and Mentees - Arqus

Support document

Arqus alumni mentorship programme handbook and guide